

Arizona Department of Juvenile Corrections

Safer Communities Through Successful Youth

ARE YOU READY FOR ME?

Transitioning Students from Secure Care to Community Schools

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What will be Covered

- What is Secure Care?
- Student and Education Profile
- Be Prepared
- Best Practices for Transition
- Contact Information
- Questions???

County and State Secure Care Facilities

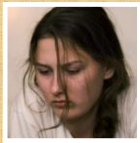
- Arizona Department of Juvenile Corrections:**
Long- term; ages 12-18
- County Detention Facilities:**
Short-Term; ages 8-18
- County Jails:**
Students up to age 22
- Arizona Department of Corrections:**
Juveniles under 18 and adults

Meet our Students

Juveniles under 18 who come under juvenile court jurisdiction and are adjudicated to County Detention or ADJC, generally fall into 3 categories:



1. Dependent and Neglected Children



- Not accused of any crime
- Abandoned, abused, or neglected by their parents
- *CPS

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2. Status Offenders

- Charged with offenses that would not be crimes if committed by adults

Examples: truancy, curfew violation, running away from home, being incorrigible or "beyond the control" of their parents



3. Delinquents

- Children charged with offenses that would be crimes if committed by adults



Examples:

ADJC – 2010 New Commits

COMMITTING OFFENSES	
Property	41%
Crimes Against Persons	21%
Drugs	19%
Public Order	13%
Weapons	3%
All Other	3%
Total	100%

2010 Statistics

- 559: New Commits
- 20.6%: Misdemeanor
- 34.2%: Felony
- 45.3%: Probation Violation

Delinquent Youth Profile

- In comparing educational deficiencies of a statewide sample of delinquent students and a matched sample of non-delinquent students, it became clear the delinquent youth had:
 - Lower GPAs
 - Poorer attendance in schools
 - Grade retention
 - More disciplinary actions (CSG Justice Center, July 2011)
 - Fifth to ninth grade performance with delays in reading and math (Foley, 2001)

ADJC Students

Typically, our students have not been successful in the traditional school setting

Approximately . . .

- 73% are below grade level
- 20% arrive three or more years below grade level
- 40% need special education services
- 90% have been suspended more than once, and
- Many have been out of school at least 2 years



Transition begins in RAC

Reception, Assessment and Classification

- Physiological and emotional assessments, language assessment, risk to reoffend, and student interviews conducted
- Academic and career assessment
- Students' records requested from districts for review for Special Education data
- AZCIS is started or transferred and continued



Academic Performance and Transition

- Two important predictors of delinquency and recidivism
- The education and programming for transition of adjudicated youth have perhaps the greatest long-term influence

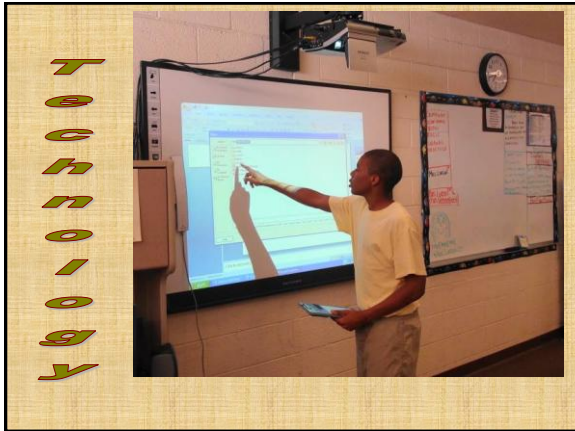
Education Profile

- Fully Accredited High School Curriculum
- Career and Technical Classes
- School-to-Work Transition Program
- ASA Sanctioned Sports
- Boy Scouts
- High School Diploma
- Special Education
- Transition Coordinators

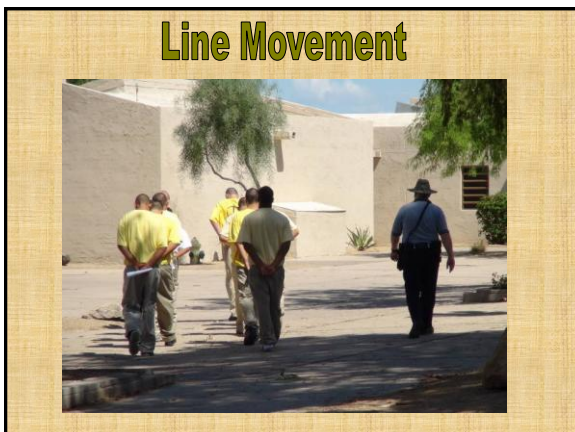




Physical Science







Most Students Improve

- 71.8% Improve academically
- Reading scores up 1.7 years, average
- Math scores up 2.2 years, average

Average length of stay: <7 months

Obstacles to Transitioning Youth

- Lack of interagency communication, coordination, and commitment
- Difficulty obtaining previous educational records
- Reluctance of public schools to serve youth or place them appropriately
- Minimal parental involvement
- Students are released throughout school year

RAMP Reintegration and Mentoring Program

- Students are identified as early as possible
- Students are mentored and prepared for online courses
- Students must be able to function in community while receiving treatment
- Family members must agree to participate
- School and counseling at Parole Office



Be Prepared

Research indicates eight features of instruction that are relevant to adolescents:

- Sequencing of the lesson unit
- Step-by-step prompts
- Drill/repetition/feedback on critical aspects
- Questioning
- Individualization
- Breaking down the lesson into smaller segments and connecting them with prior knowledge
- Integration of technology
- Small group instruction



Best Practices for Re-entry

- Teaching Strategies
- Define your Expectations
- Peer Mentors
- Adult Support
- Reality based education---their reality
- Goal setting toward a career
- Resiliency Factors
- Social Skills Development
- Utilize ADJC support system



ADJC Support System Transition Coordinators

- Meet with student and family
- Meet with school officials and help with student placement
- Advocate for student, attend school meetings, assist with paperwork, transcripts, IEPs and other school records
- Work with student and school to make a smooth transition into the community



Transition Coordinators

- Ilda Veloz: 602-206-0125
East Maricopa and Eastern Counties
- Mahogany Cherry: 602-527-1993
Central and West Maricopa County
- Janet Cole: 602-526-7641
Southern Maricopa County
- Deborah Dixon: 520-349-7750
Southern Arizona



QUESTIONS